



Caltrans Mentoring Handbook

**“The number one leadership skill is the ability to develop others.”
--Tom Peters**

CONTENTS

I. INTRODUCTION.....	4
<i>Why have Mentoring Programs?</i>	<i>4</i>
<i>Shaping Successful Mentoring Programs</i>	<i>4</i>
<i>Goals of Caltrans Mentoring Programs</i>	<i>5</i>
<i>Mentoring is Mentee-driven.....</i>	<i>5</i>
<i>The Mentoring Relationship</i>	<i>5</i>
<i>Minimum Requirements for Mentors and Mentee.....</i>	<i>6</i>
<i>Responsibilities of Mentors and Mentee</i>	<i>6</i>
II. WHAT MENTORS DO	7
<i>Benefits to Mentors</i>	<i>7</i>
<i>Roles of Mentors</i>	<i>7</i>
<i>Difference between Mentoring and Coaching</i>	<i>8</i>
<i>Getting Started.....</i>	<i>9</i>
<i>Examples of Mentoring Activities</i>	<i>9</i>
<i>Tips for Successful Mentors.....</i>	<i>10</i>
III. HOW TO BE AN EFFECTIVE MENTEE	11
<i>Define Your Mentoring Experience</i>	<i>11</i>
<i>Establish Goals, Objectives and Developmental Needs.....</i>	<i>12</i>
<i>Tips for Meeting with a Mentor</i>	<i>13</i>
<i>Tips for Successful Mentee.....</i>	<i>14</i>
IV. THE MENTORING RELATIONSHIP	15
<i>Forming the Relationship.....</i>	<i>15</i>
<i>Agree to Terms and Framework</i>	<i>15</i>
<i>Set Ground Rules</i>	<i>15</i>
<i>Evaluate and Track Progress.....</i>	<i>16</i>
V. PARTNERSHIP CONSIDERATIONS.....	17
<i>How to Spot a Toxic Mentor/Mentee</i>	<i>17</i>
<i>Ending a Relationship.....</i>	<i>17</i>

VI APPENDICES.....	<u>18</u>
Appendix: Caltrans Mentoring Program Policies & Protocols.....	18
Appendix: Goals, Objectives, and Developmental Needs Worksheet.....	19
Appendix: Goals, Objectives, and Developmental Needs Worksheet (cont.).....	20
Appendix: Mentee Individual Development Plan	21
Appendix: Relationship Checkup Worksheet.....	23
Appendix: Mentoring Meeting Log Worksheet	24
Appendix: Mentoring Code of Practice.....	25
Appendix: Frequently Asked Questions	20
Appendix: On-line Mentoring Resources.....	28

I. INTRODUCTION

This handbook is designed to guide participants through a mentoring relationship. The structure it suggests is meant to help you develop a working relationship, but should not restrain you from forming the kind of relationship, built on trust and respect, that benefits both the mentor and mentee. The forms and worksheets included are examples and can be modified to fit your needs.

Why have Mentoring Programs?

In California state government many managers and supervisors will be eligible to retire within five years. With that knowledge and experience leaving state service, mentoring is an important component of aiding in knowledge transfer. Mentoring programs are designed to develop and strengthen leadership competencies in present and future state employees. In addition, mentoring:

- improves productivity and job satisfaction
- builds committed and loyal employees
- aids in retaining high potential employees

Shaping Successful Mentoring Programs

It is recommended that each district and division solicits and maintains a list of managers and supervisors who have volunteered to become mentors. The list should be readily available for all employees to use when seeking out a mentor. In some instances an employee may request a mentor they have developed a relationship with that is not on the list.

If mentoring is to be successful, it must become a part of the departmental culture rather than a program or stand-alone project. It needs to:

- be a priority within the organization and to the participants
- have support from supervisors and top management
- be integrated into the mainstream of development activities
- have the necessary time committed to it
- operate within, not external to, the organizational management structure
- include specific goals

Goals of Caltrans Mentoring Programs

- Transfer valuable knowledge, skills and resources from senior employees to mentees
- Enhance the leadership competencies of California state government employees
- Guide state government employees in achieving their career goals
- Retain highly qualified and experienced state government employees
- Create a culture of learning, sharing, and networking in California state government

Mentoring is Mentee-driven

While a mentor benefits in tangible and intangible ways from a mentoring relationship, the primary purpose of mentoring programs is to provide guidance to the mentee. As such, the mentee is in charge of the relationship, including:

- choosing a mentor
- scheduling meetings respecting the mentor's time and schedule
- talking about things the mentee wants to talk about
- selecting learning activities that best suit his or her development

The Mentoring Relationship

- Mentoring is a mutual relationship and benefits both the mentor and the mentee.
- Spontaneous or accidental mentoring almost always works. Planned mentoring is an attempt to create the most fertile environment for spontaneous mentoring to occur.
- For the mentoring relationship to succeed, the mentor and mentee have to develop trust in and respect for each other.
- The mentee is not expected to become just like their mentor. The mentor helps the mentee learn from mistakes rather than shield him or her from that experience.
- The mentee does not accept what the mentor says without question. Much of the value of the mentoring relationship is derived from challenging beliefs, assumptions, and past practices.

Minimum Requirements for Mentor and Mentee

Mentor

- Ability to commit time
- Sincere interest in participating
- Demonstrate the State of California's Leadership Competencies (<http://www.dpa.ca.gov/hr-mod/main.htm>) :
 - Fostering a Team Environment: Communication, Interpersonal Skills, Team Leadership, and Conflict Management.
 - Creating Organizational Transformation: Change Leadership, Vision & Strategic Thinking, Flexibility, Global Perspective, and Organizational Awareness.
 - Maximizing Performance Results: Analytical Thinking, Decision Making, Customer Focus, Planning & Organizing, Thoroughness, Forward Thinking, and Results Orientation.
 - Building Trust & Accountability: Ethics and Integrity; and Personal Credibility.
 - Promoting a High-Performance Culture: Fostering Diversity, Workforce Management, and Developing Others.
 - Building Coalitions: Influencing Others; and Relationship Building.

Mentee

- Mentee needs supervisor approval to participate
- Participation is part of their professional development plan and included in their IDP

Responsibilities of Mentor and Mentee

Mentor Responsibilities

- Model leadership competencies, offer advice, act as a sounding board
- Attend organized events and activities
- Help the mentee work toward his or her personal and career goals
- Be willing to share experiences, successes, failures, and observations
- Be willing to be job shadowed
- Maintain confidentiality
- Facilitate personal and professional contacts

Mentee Responsibilities

- Attend organized events and activities
- Develop personal and career goals and establish benchmarks for achieving them
- Be willing to candidly discuss issues and consider advice
- Provide feedback to mentor
- Respect mentor's time and schedule
- Maintain confidentiality
- Be willing to pass on the gift of mentoring

II. WHAT MENTORS DO

Benefits to Mentors¹

Mentoring is a mutual relationship with mentors receiving as much value as the mentees. One of the very best ways to learn is to teach. By working with mentees, mentors have opportunities to explore their own standards, philosophies, relationships, and expertise. Mentors share in the growth of mentees' career and personal development and create important relationships.

Mentoring provides energy and motivation to the mentors. Feeling satisfied, content, and proud are energizing emotions. Being effective mentors provides a catalyst to spark activity and fulfillment for mid-career professionals.

Mentors receive:

- Recognition from peers and superiors for hard work, a successful career, and demonstrated leadership skills
- Opportunities to expand horizons
- Opportunities to network with others
- Opportunities to learn from the mentee
- Practice with interpersonal and leadership skills
- Opportunities to review and validate what was learned
- Opportunity to recharge their battery

Roles of Mentors

Mentors may give advice, but do not tell a mentee what to do. Mentors ask questions, provide guidance, and help the mentees think through alternatives. Mentors know how and when to listen, when to give advice (and when not to), and how to withhold judgment.

A mentor may perform different roles. Keep in mind, the mentor's main role is to listen, encourage, assess, and help the mentee develop greater self-awareness. Mentor's roles include:

- Role Model - serves as a person the mentee can emulate; demonstrates specific leadership competencies
- Sounding Board - gives honest feedback on plans to tackle an issue
- Coach - helps analyze problems and alternative solutions; explores consequences of potential decisions
- Listener - lends a sympathetic ear; offers encouragement

¹ Dr. Linda Phillips-Jones, The Mentoring Group, Worldwide Mentoring Services
Page 7 of 28

- Career Advisor – assists in developing career options, career goals, and plans activities toward those goals
- Networker - provides access to others that can help achieve future career goals
- Guide - helps work through the unwritten rules; shows how state government operates
- Teacher - instructs the specific skills and knowledge necessary for successful job performance
- Motivator - helps make personal change happen; provides encouragement and impetus to act; gives 'pats on the back'
- Reflector – challenges assumptions; helps analyze behavior

Difference between Mentoring and Coaching²

Mentoring is long-term while coaching is episodic. Generally, mentoring is development-oriented; it helps the mentee develop greater awareness, concentrate on career goals, and make the transition from one level to another. Coaching deals with skills. It is heavily task-oriented or performance-oriented. Mentoring is future-oriented. It establishes a vision of what could be achieved and lays the groundwork for confidence and commitment to make it happen.

Mentoring	Coaching	Counseling
What?	How?	Why?
The future	The here and now	The past
Developing and committing to learning goals	Overcoming skill barriers	Overcoming psychological barriers
Opening horizons	Raising abilities	Building self-understanding

² Dr. David Clutterbuck and Stephen Schneider, 1998

Getting Started

During the first few weeks, the mentor and mentee concentrate on getting to know each other. It is valuable for ensuring that the match is suitable for building trust and for deciding how partners work together.

Conversation Starters: Questions for Mentor to Ask Mentee

- ◆ Why are you interested in mentoring?
- ◆ What do you hope to get out of this mentoring relationship?
- ◆ What are your worries, frustrations, or concerns at work?
- ◆ What career options do you want to pursue?
- ◆ What are your goals for the job you are in now?
- ◆ What are the top five opportunities available to you right now? Things that you could do or act on to take advantage of to advance toward a goal?
- ◆ What excites you about your job?
- ◆ What would be a really good day for you?
- ◆ What's the problem you want to work on?
- ◆ Why is this a problem? Is it the real problem or a symptom?
- ◆ If you were to succeed in solving this problem, what would success look like?
- ◆ What are some of the ways you could solve this problem and achieve success?

Examples of Mentoring Activities

- Share your own experiences, successes, failures, and observations
- Introduce the mentee to other state government managers
- Bring the mentee with you to appropriate legislative hearings where you testify, staff meetings that you conduct, or other meetings that you lead
- Help the mentee identify developmental needs to achieve goals
- Help the mentee identify training and other professional development opportunities
- Share a book or news article related to leadership
- Discuss current challenges in the mentee's work
- Discuss real life business situations (how mentee handled it, debrief results)
- Complete actual projects together. Find ways to work together, on a temporary basis, to solve an organizational problem
- Discuss how work affects personal life



Tips for Successful Mentors

- Reflect on what you've learned and from whom; who were your mentors; what did you like about them and their approach
- Be open and receptive to all potential mentees to avoid any appearance of preferential treatment
- Recognize that good relationships take time to develop; get to know your mentee; learn the things that are important to him or her
- Challenge the mentee to be accountable for a developmental plan including training needs; encourage him/her to act on their goals and meet time frames
- Listen deeply and ask powerful questions; withhold advice unless it is asked for
- Don't be afraid to be changed by the relationship
- Be empathetic to what a mentee is going through; but don't get caught up in the problem yourself
- Have a sense of your own personal vision and goals
- Maintain and respect privacy, honesty and integrity
- Ask for feedback on how you're doing
- Feel good about contributing to another person's professional development

Sometimes people think they do not have time to be mentors. However, mentoring can be incorporated into regular work elements (such as job shadowing) and does not always have to occur in face-to-face meetings (e-mail and phone conversations can supplement face-to-face meetings).

III. HOW TO BE AN EFFECTIVE MENTEE

Define Your Mentoring Experience

Just as it is commonly believed that mentors dole out advice, most people think that mentees simply sit back and take guidance from their mentors. Both perceptions are wrong. Mentees are active participants in the mentoring relationship. What's more, they define the experience.

To ensure that their needs are met, it is important for mentees to be as clear as possible about what they hope to gain from the mentoring relationship. Many formal mentoring programs suggest mentees set career and relationship goals.

Decide what kind of mentoring you want

- Help achieve career goals
- Learn how state government operates; breaking through unwritten rules
- Coach or think through specific issues or problems
- Demonstrations of specific leadership competencies

Establish goals, objectives, and developmental needs

- Establishing goals with objectives (specific milestones) towards those goals
- Identify training and developmental needs and plans for achieving them
- Creating an Individual Development Plan

What to look for in a mentor

- Is the mentor's career experience consistent with your career goals?
- Does the mentor demonstrate the competencies you want to work on?
- Are the mentor's interests similar to your own?
- Does the mentor know people that could potentially help you with achieving future career goals?
- Do you like the mentor? Are you compatible? Can you see spending time with him or her?
- Think about being mentored by someone who is very different from you (different job, different approach to problem-solving, different experiences, different personality characteristics, and different communication style.)

Attributes of a good mentor

- Respects other people's views and works with them
- Believes mentees have potential and wants to help them
- Sees the best in others, nonjudgmental
- Listens
- Is committed to their own personal and professional development

Choose your mentor

- Assess the personal and professional qualities of the potential mentors
- Prepare questions to ask each potential mentor and call or meet with each of them
- Explain your purpose and goals and ask for his or her input or advice
- Assess meeting outcomes to see if one of your potentials is a viable candidate

Set an agenda

- What goals do you want to work on?
- What learning activities would be the most useful (face-to-face meetings, shadowing)?
- What topics do you want to discuss?

Manage the mentoring relationship

- Take responsibility for setting up meetings
- Prepare for meetings
- Give the mentor feedback; needs or expectations from the relationship

Evaluate the mentoring relationship

- Are your assumptions frequently challenged?
- Do you have a clearer idea of what you want to achieve and why?
- Do you look forward to mentoring sessions?
- Do you emerge from mentoring sessions energized to take action?
- Have you grown professionally by assuming new or expanded responsibilities?

Establish Goals, Objectives, and Developmental Needs

To achieve their full potential, it is important that mentees understand what they want to achieve and make a plan for how to get there, one day at a time. The simple process of writing down goals and objectives is a big step toward making them happen.

Goals are the things mentees wants to do over the next several years. Objectives are the specific milestones (key accomplishments) that make goals happen!

It is likely that mentees will have developmental needs before they can accomplish their objectives. An individual development plan consists of the smaller steps to take, tomorrow or next month to improve skills, abilities, and competencies (see appendix for sample *Goal-setting* and *Development Plan* worksheets).

Tips for Writing Goals³

- Identify the things you enjoy doing
- Identify the things that bring you happiness and joy
- Identify the two best moments of the past year
- Identify three things you'd do if you won the lottery
- Identify the causes you care deeply about
- Identify your most important values
- Identify the things you do excellently
- Identify what you'd like to stop doing or do as little as possible

Examples of Goals

- To make a vital change to improve California's environment
- Help others achieve their full potential
- Raise happy and well-adjusted children
- Be fit and happy

Examples of Objectives and Developmental Needs

Goal: To make a vital change to improve California's environment

Objective: Manage an environmental- or conservation-related program in state government by 2010

Developmental Needs:

- Academic training in natural resources policy and environmental science
- Exposure to managing in state government and state budgeting process
- Acquire leadership competencies in the areas of creativity and effective communication

Tips for Meeting with a Mentor

- Write down three things you would like your mentor to provide
- Do some homework to demonstrate initiative, leadership, and self-reliance (for example, do some background reading on a topic you and your mentor plan to discuss and come to the meeting with questions prepared)
- Be on time; don't waste time

³ The Mentoring Group, Worldwide Mentoring Services

- Learn about the mentor's environment (read books, attend lectures and presentations, go together to events)

Tips for Successful Mentee⁴

- Mentee is committed to personal and professional development
- Mentee has clearly-defined goals
- Mentee is assertive, able to ask for help
- Mentee is open, able to accept advice and feedback
- Mentee consciously builds trust; is honest, keeps their word, maintains confidences
- Mentee is a good listener
- Mentee is an active participant in the mentoring relationship
- Mentee goes out of their way to learn about the mentor's world
- Mentee is confident, believes in their abilities, but also willing to admit weaknesses
- Mentee takes responsibility for making the experience a positive one for the mentor
- Mentee shows appreciation and shares credit with mentors for their accomplishments

Today's Mentees are Tomorrow's Mentors

⁴ The Mentoring Group, *Tips for Mentees*

IV. THE MENTORING RELATIONSHIP

Research indicates that formal mentoring partnerships are more successful when the right amount of structure is present. The structure includes such things as discussing expectations, agreeing on goals, and outlining a schedule to meet. Avoid being so structured that spontaneous discussion or activities cannot occur.

The worksheets and forms contained in this section are designed as examples. They can be modified to meet the participants' needs.

Forming the Relationship

The prospective mentee either chooses his mentor from the list of volunteers maintained in the district or division. In some instances an employee may request a mentor they have developed a relationship with that is not on the list. The Mentee will then have an introductory conversation and discuss if the mentor can commit to the relationship.

Agree to Terms and Framework

It is important to agree to the outcomes desired from the mentoring relationship. Mentor and mentee discuss these issues at the outset and lay out the terms of the relationship, including the competencies to be modeled and practiced, the personal and career goals to be addressed, and the ground rules to be followed.

Set Ground Rules

Ground rules provide the norm for how mentor and mentee manage their relationship. For example:

- Keep what's said between us –maintain confidentiality
- Pick meeting places that allow us to talk uninterrupted
- Call ahead, 24 hour notice if possible, to cancel or reschedule
- Come to meetings prepared
- Calls or e-mails in between meetings are fine. If a partner is unable to talk, we will schedule a time to call back
- Speak up if we're not getting something that we expect or need
- Really listen to each other
- Recognize we are two different people and that's OK, we can learn from each other
- Remember to have fun!

Evaluate and Track Progress

Periodically, the mentoring partners should look at their relationship and discuss how it's going. It is also a good idea for some minimal note taking to assess progress (see appendix for sample *Relationship Checkup* and *Meeting Log* worksheets).

- Are we meeting expectations in terms of amount of time spent together?
- Have we established enough trust so we can work together?
- If one or the other has a problem, would he or she speak to the other about it?
- Am I getting what I expected out of the mentoring relationship?
- Do we need to make any mid-course corrections to enhance the mentoring relationship?
- Have we made headway on activities centered on the mentee's goals?
- Is there anything we want to change about how we interact with each other?
- What key activities have we accomplished?

Ethics and Trust

Mentoring should be mentee driven. The relationship exists to advance the mentee goals and interests. Good mentors listen more than they talk. They advise, but do not tell the mentee what to do. They do not insist that the mentee "become like them." In fact, a mentee's willingness to challenge the mentor's thinking adds to the learning experience for both.

Mentoring can be an intense and profound experience, often resulting in lasting friendships. These strong feelings are often the power of mentoring. But the strong, positive, mutual feelings that successful mentoring generates cross a fuzzy borderline and could create problems. Both parties need to be aware of the potential problems and, if increasing intimacy leads to emotional tension, talk it out and set limits. The mentor has a special responsibility to act with integrity and provide principled advice.

V: PARTNERSHIP CONSIDERATIONS

How to Spot a Toxic Mentor/Mentee⁵

Sometimes a mentor or mentee may exhibit behaviors detrimental to the mentoring relationship, perhaps without them even realizing it. If the mentor or mentee has a pattern of these behaviors, provide feedback to the individual and help them modify these bad habits.

Toxic Mentors

- The Avoider: puts off meetings, inaccessible, cannot develop the relationship
- The Dumper: sees the mentee as an assistant, asks mentee to do his or her work
- The Criticizer: believes mentoring is a license to point out mistakes
- The User: uses mentee as a convenient, pleasant companion, backboard or source of ideas
- The Sniveler: “I made it by hard work, but you are making it by knowing someone.”

Toxic Mentee

- The Apple Polisher: overly complimentary; a flatterer
- The Braggart: talks to others about confidential things the mentor has discussed
- The Unethical Factor: dishonest, plays politics, just wants to be taken out for a good time
- The No Show: puts in time physically, but is not committed

⁵ The Uncommon Individual Foundation

VI: APPENDICES

Appendix: CALTRANS Mentoring Program Policies & Protocols

Mentee Participation

Minimum Requirements:

- ✓ Mentee needs supervisor approval to participate
- ✓ Participation is included in their Individual Development Plan

Mentee Responsibilities:

- ✓ Attend organized events and activities
- ✓ Develop personal and career goals and establish benchmarks for achieving them
- ✓ Be willing to candidly discuss issues and consider advice
- ✓ Provide feedback to mentor
- ✓ Respect the mentor's time and schedule
- ✓ Maintain confidentiality
- ✓ Be willing to participate in an evaluation of the overall process at the conclusion of the mentoring program period
- ✓ Be willing to pass on the gift of mentoring

Appendix: Mentee's Goals, Objectives, and Developmental Needs Worksheet

Step 1: Clarify purpose and values

1. Identify the things you enjoy doing

2. Identify the causes you care deeply about

3. Identify your most important values

4. Identify three changes you implement at work if you could do anything

5. Identify the things you'd like to stop doing or do less of

This worksheet is a sample and can be modified to meet the participants' needs.

Appendix: Goals, Objectives, and Developmental Needs Worksheet (cont.)

Step 2: Write goals, objectives, and identify developmental needs

Based on your personal analysis on the previous page, you should have a good idea of what you like and dislike and what you hope to accomplish with your life. Use this information as the basis for your goals.

Goals Define what you would like your life to be like in either your job or personal life over the long-term (5-10 years)	Objectives For each goal, identify how you will accomplish it, what specific steps will you take by when?	Developmental Needs For each objective, what knowledge, skills, abilities, or competencies do you need?
1.	a. b. c.	• • • • •
2.	a. b. c.	• • • • •
3.	a. b. c.	• • • • •
4.	a. b. c.	• • • •

Appendix: Mentee Development Plan

Note: Use a separate sheet for each developmental need. Do not be constrained by the amount of space in each block on the form; use the space you need on additional paper.

State your development need:	
Explain the impact of accomplishing this; that is, what will be different?	
What behaviors will you strengthen or initiate? <ul style="list-style-type: none">•••	What behaviors will you let go of? <ul style="list-style-type: none">•••
Support I would like to have from my mentor to overcome obstacles. <ul style="list-style-type: none">•••	Support I would like to have from others within or outside of the organization to overcome obstacles. <ul style="list-style-type: none">•••
Strategies I will use to practice and reinforce the behaviors to change or support the actions I have taken. <ul style="list-style-type: none">•••	

Appendix: **CALTRANS MENTORING CONTRACT**

Mentor Name: _____ Mentee Name: _____

Responsibilities of the mentor and mentee:

Mentor	Mentee
<ul style="list-style-type: none">• Model leadership competencies, offer advice, act as a sounding board• Attend organized events and activities• Help the mentee work toward their personal and career goals• Be willing to share experiences, successes, failures, and observations• Be willing to be job shadowed• Maintain confidentiality• Facilitate personal and professional contacts• Be willing to participate in an evaluation of the mentoring program	<ul style="list-style-type: none">• Attend organized events and activities• Develop personal and career goals and establish benchmarks for achieving them• Be willing to candidly discuss issues and consider advice• Provide feedback to mentor• Respect mentor's time and schedule• Maintain confidentiality• Be willing to participate in an evaluation of the mentoring program• Be willing to pass on the gift of mentoring

Leadership competencies to be modeled and practiced:

- _____
- _____
- _____

Elements of the mentee's development plan to be worked on:

- _____
- _____
- _____

Mentoring relationship ground rules:

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

We have read and understand the guidelines for mentoring relationships.

MENTOR INITIALS DATE

MENTEE INITIALS DATE

Appendix: Relationship Checkup Worksheet

Use this worksheet to create a dialogue about your mentoring relationship. It may be helpful to evaluate the relationship every two months.

1. I have been meeting with my (mentor) (mentee) for _____ (amount of time).

2. We have met for _____ (number of hours).

3. We have enough trust so we can work together.

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
1	2	3	4	5

4. If one or the other has a problem, he or she would speak to the other about it.

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
1	2	3	4	5

5. I am getting what I expected out of the mentoring relationship.

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
1	2	3	4	5

6. We are working on activities centered on the mentee's goals.

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
1	2	3	4	5

7. We have accomplished the following activities:

8. I have given and received constructive feedback on:

9. We have made the following mid-course corrections to enhance the mentoring relationship:

10. The one thing I wish I could change about how we interact with each other is:

Appendix: Mentoring Meeting Log Worksheet

Make copies of this page to use for each time you meet.

Date: _____

Number of hours met:

Topic(s) discussed:

Goal that discussion/activity related to:

Competency worked on:

Observations/comments:

Agreed upon follow-up items:

This worksheet is a sample and can be modified to meet the participants' needs.

MENTORING CODE OF PRACTICE

1. Respect confidentiality.
2. Respect each others' time.
3. Work on the mentee's goals (not the mentor's).
4. Follow through on commitments.
5. Be sensitive to diversity.
6. Give honest feedback.
7. Provide advice and guidance with the highest degree of integrity.
8. Foster caring, supportive relationships.
9. Be committed to developing your fullest potential.

Appendix: Frequently-Asked Questions

How long should the mentoring relationship last?

The recommended duration of the relationship is six-months. The length should be agreed upon and documented in the mentoring contract. Some technical or high level jobs may consider a longer duration for the relationship.

Why have mentoring programs?

Mentoring programs are designed to develop and strengthen leadership competencies in present and future state employees. Mentoring is one of the most powerful methods for developing competence at the top. In addition, mentoring:

- improves productivity and job satisfaction
- builds committed and loyal employees
- helps retain high potential employees
- helps attract top talent

Can my supervisor or manager be my mentor?

Supervisors are responsible to promote the professional growth of their subordinates, and mentoring functions should be a part of an effective strategy to do so, but their role as evaluator will always be evident and often will influence an employee's openness and risk taking. Therefore, it is not recommended that an employee's direct report become their formal mentor.

How do managers benefit from mentoring?

Mentoring is an effective professional development tool that takes place outside of the classroom and helps participants grow personally and professionally. It offers managers:

- a different perspective
- a greater self-awareness and understanding of their behavior and motivations
- a sounding board in an unthreatening environment
- a stimulus to tackle tasks they've been avoiding
- help in planning personal and professional outcomes
- an opportunity to network

What does a mentor do?

The mentor may perform many different roles. The role depends on the needs of the mentee and often relates to the stage in the mentee's career. A new manager, the mentee may need assistance with learning how state government operates. A mid-career manager may desire assistance with setting and achieving career goals. Others may want advice on improving their job effectiveness, enhancing specific competencies, or feedback on approaches to issues or problems. In all cases, mentees are looking for their mentor to listen to them, respect them, and inspire them!

Appendix: Frequently-Asked Questions (Cont.)

What does a mentee do?

The mentee is committed to his/her own development. A mentee understands what their goals are and what kind of mentoring they want. They have a specific development plan and an outline of the leadership competencies they want to enhance. Their development plan and request for participation in the mentor/mentee program is identified in their IDP. The mentee asks the questions, sets the agenda, and manages the relationship.

What skills does a mentor need?

The mentor exhibits strengths in the competencies desired by a mentee, such as being a good communicator, including active listening, ability to relate to others, and to be nonjudgmental. The mentor has a genuine desire to be part of other people's lives at work, help them pursue their interests, achieve his or her career goals, and learn how to handle tough decisions. A mentor is also committed to his or her own development and invests the time to make a mentoring relationship work.

A mentoring relationship just benefits the mentee, right?

No, mentors benefit too! In all studies, mentors report more satisfaction from the relationship than mentees.⁶ Mentors receive:

- recognition from peers and superiors for hard work, a successful career, and demonstrated leadership skills
- opportunities to network with others
- opportunities to learn from the mentee
- practice with interpersonal and leadership skills
- opportunities to review and validate what you've learned

How often should a mentor and mentee meet?

An average of twice a month (approximately 3 hours total).

How formal should the meetings be?

Meetings can be as formal or informal as the mentee and mentor find mutually comfortable. It is a good idea for some minimal note-taking to assess progress, but not so much that it interferes with open discussion.

What if the mentoring relationship does not work out?

Both mentor and mentee have an obligation to work hard at the relationship –attending meetings, being on time, and fully committing to the relationship. However, if either participant chooses to terminate the mentor relationship they can and should do so without fear of repercussions.

Is it OK to talk with others about the things learned as part of conversations with a mentor or mentee?

To assure that both mentors and mentee feel comfortable sharing experiences and ideas, confidentiality is an important part of the mentoring relationship.

⁶ The Uncommon Individual Foundation

Appendix: On-line Mentoring Resources

Clutterbuck Associates Mentoring Schemes, London:

http://www.clutterbuckassociates.co.uk/index_html.htm

The International Mentoring Association, Western Michigan University:

<http://www.wmich.edu/conferences/mentoring/>

California Mentoring Partnership:

<http://www.Californiamentoring.org/>

The Mentoring Group/Worldwide Mentoring Services:

www.mentoringgroup.com

National Mentoring Center:

<http://www.nwrel.org/mentoring/>

National Mentoring Partnership:

www.mentoring.org

Peer Resources:

<http://www.peer.ca/peer.html>

The Uncommon Individual Foundation:

<http://www.mentoringfoundation.org/>